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ABSTRACT

A survey of faculty and students to assess user needs and satisfaction with collections and selected library services is described and the resulting data are reported. Questionnaire construction, sampling and distribution, and response rate and factors are discussed. Data analysis is broken into major categories, which include responses to general questions regarding library use and general questions about the OISE library collection. The second category is further broken into the rating of books and periodicals in the specific fields of adult education, applied psychology, curriculum, educational administration and planning, higher education, history and philosophy, measurement, evaluation and computer applications, sociology, and special education. General questions about the library focus on satisfaction with library hours, difficulty in locating material, reference and information service (including satisfaction with reference services), interlibrary loan use, orientation effectiveness, circulation services, special collections (including audiovisual and curriculum resource materials), and library facilities. Conclusions are itemized from the results of each major subdivision of the questionnaire. Appendices include copies of the questionnaires utilized. (MBR)

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A SURVEY of USER ATTITUDES TOWARD SELECTED SERVICES OFFERED BY THE OISE LIBRARY

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Carol Calder

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

IR006909

September 1978

The surveyor wishes to thank all those
who assisted in any way with the
successful completion of this survey:

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and Mrs. Marjorie Hill, Secretary,
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Carol Calder,
Library.

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I. INTRODUCTION

Background

The Ontario Institute for Studies in Education Library undertook a survey of faculty and students, in order to assess user needs and satisfaction with the collections and with selected services offered by the Library.

In a climate of financial restraint, coupled with a need to grow and support the functions of the Institute, the Library staff felt that this was one way to determine whether the deployment of Library funds was being accomplished with efficiency. It was also considered that, while the Library placed emphasis on some aspects of its services, user requirements might have changed in such a way as to suggest a de-emphasis in some areas and increased emphasis in others.

The faculty and student body were surveyed separately, as it was felt that separate questionnaires allowed more flexibility in question construction, to provide for any differences between the groups in their approach and use patterns.

In an attempt to make the survey as comprehensive as possible, questions covered the use of the Library system, opinions about its services, facilities and collections, and ideas about future development of the Library. Respondents were asked to reflect their current experience, that is, within the 1977-78 year, so as to give a more up-to-date assessment and to take into consideration any new services which might be implemented.

Respondents could sign the questionnaires or could remain anonymous if they wished, allowing an opportunity for our feedback to individuals

making specific comments or suggestions. It was further indicated that a copy of the results would be mailed to each Department and Field Centre, for the convenience of all those who had participated and also for the general information of the two constituent groups.

Questionnaire Construction

The surveyor solicited from each section of the Library various aspects of service they wished to see included, and questions were formulated around these areas. A series of meetings was held to revise the questions, solicit suggestions and discuss format. It was decided to divide the questionnaire into sections representing individual services and collections, so as to make it easier to isolate responses about particular sections of the Library.

Nine revisions of the questionnaire were made before library staff were satisfied with format and questions. The eighth revision was used to pre-test the questionnaire. Twenty interested library users, primarily students, were asked to complete the questions and return them with criticisms and comments. The ninth and final revision was the product of careful consideration of this input - much of which was incorporated and all of which was appreciated.

A total of 35 questions were asked of faculty members and 34 were asked of students. Topics not included on the student questionnaire included the restriction of class assignments through library inadequacy, literature search service for faculty, awareness of restricted circulating book procedures, methods used by departments for ordering library materials and opinions on priority areas for collection development.

The questions were multiple choice for the most part and pre-coded,

with space allotted for comments, where appropriate. It was anticipated that the average time for completion of the nine pages would be approximately twenty minutes to one half hour. Copies of the questionnaires are contained in the appendix.

Sampling and Distribution

In an effort to reduce sampling bias, mail distribution was chosen as preferable, particularly for students. Other methods considered included the distribution of questionnaires to student users entering the Library or the selection of a limited number of classes to be surveyed.

Fifty-five part-time and fifty-five full-time students were selected at random. This was done via a computer listing of registered students provided by Graduate Studies. It was decided that an approximate one hundred students would be a reasonable sample, bearing in mind that a very large sample would have been costly in terms of printing and mailing. Two names were chosen from every fourth page of the alphabetical list of names, one from each student category. Where addresses were not included, the next name in the category was selected. It was expected that this sample would be sufficiently representative, but later developments showed the list to contain inaccuracies, such as names of students not currently registered.

A list of faculty and project directors supplied by the Assistant Director's office was used for faculty mailings. Since many of the questions related to services used primarily in teaching, all faculty members currently teaching at the Institute (158) were sent copies of the survey through interdepartmental mail. Field Centre personnel were included. All participants were provided with return envelopes, self-addressed to the surveyor, and were given two weeks to return their responses.

II. SURVEY RESULTS

A. Response Factor

	Sent	Completed Returns	Uncompleted Returns	Total Returns
Faculty	158	67 (42%)	7 (4%)	74 (47%)
Students (Full-time)	55)	22)		
Students (Part-time)	55) 110	9) 31 (28%)	1 (.9%)	32 (29%)

The faculty response is seen by the library staff to have been very satisfactory, with almost half of those surveyed responding (67 out of 158). It would appear to show their interest in and awareness of library functions. Many respondents included comments, a selection of which appears in Appendix 5.

The student response of 31 out of 110 was disappointing. An effort has been made to analyse reasons for this, and one conclusion might be the method of sampling.

The literature states that some possible errors can be traced to Sampling errors, Non-sampling errors and Response errors. Since sampling error arises because not everyone in the population is included, and therefore the response not completely representative with respect to the characteristics of the population it was drawn from, our method could have been largely at fault. Although the most comprehensive student list

available was used, some of the students chosen had, for a variety of reasons, only a very limited experience of the Library. This factor caused bias in the results.

Non-sampling error occurs when the individual is included in the sample, but for any of many possible reasons, is not reached. Since the student listing was not explicit enough and no method for determining whether students were currently registered was available, the method of mailing questionnaires probably contributed to a non-sampling error. Hence, a low response factor.

Response error occurs in interpretation of the question and should be handled through pre-testing and careful question construction. With minor exceptions, neither constituent group showed particular problems in this area, and since both preventative measures were carried out, the conclusion is that response error was minimal.

Therefore, two of the reasons for a disappointing response factor in student survey are probably sampling errors and mail distribution with resultant bias. More will be stated on this in Conclusions (pages 43-47).

B. Analysis of Results

The questions were programmed for machine sorting and pre-coded accordingly. Codes were assigned to each question and the appropriate code was inserted as the responses were received. A machine-sort was carried out to give major breakdowns for analysis. What follows are the findings. Each question is recorded along with tabulated results.

C. FINDINGS (Note: All percentages are brought to the first place after the decimal and hence do not always equal 100%).

1. BACKGROUND INFORMATION

Table I - Background Information

Student Response by Classification and Department

Department	Full-Time	Part-Time	Total
Adult Education	1 (3.2%)	1 (3.2%)	2 (6.5%)
Applied Psychology	6 (19.3%)	2 (6.4%)	8 (25.8%)
Curriculum	4 (12.9%)	2 (6.4%)	6 (19.3%)
Educational Administration	1 (3.2%)	1 (3.2%)	2 (6.5%)
Educational Planning	-	-	-
Higher Education	1 (3.2%)	-	1 (3.2%)
History and Philosophy	5 (16.1%)	2 (6.4%)	7 (22.5%)
Measurement Evaluation & Computer Applications	2 (6.4%)	-	2 (6.5%)
Sociology in Education	1 (3.2%)	1 (3.2%)	2 (6.5%)
Special Education	1 (3.2%)	-	1 (3.2%)
	22 (71%)	9 (29%)	31 (100%)

Academic Program Followed By Respondents	
M.A.	8 - (25.8%)
M.Ed.	11 - (35.4%)
Ph.D.	8 - (25.8%)
Ed.D.	4 - (12.9%)
Special Student	-
Certificate Student	-
Other	-

Faculty Response by Department

Department	Completed Responses	Uncompleted Responses
Adult Education	4 - (5.9%)	
Applied Psychology	10 - (14.9%)	
Curriculum	12 - (17.9%)	4
Educational Administration	12 - (17.9%)	1
Educational Planning	4 - (5.9%)	1
Higher Education	1 - (1.4%)	
History and Philosophy	5 - (7.4%)	
Measurement, Evaluation & Computer Applications	12 - (17.9%)	1
Sociology in Education	5 - (7.4%)	
Special Education	2 - (2.9%)	
	67 - (42.4%)	7 (4.4%)

2. GENERAL QUESTIONS ABOUT LIBRARY USE (See Table II)

QA1. Indicate with what frequency you use OISE Library, U. of T. (Robarts, etc.), Other (Specify).

Daily use of the OISE Library appears to be heaviest on the part of students, with 35.4% using it in contrast with only 9% of the faculty. This use pattern would appear to be a normal one. Weekly use was heaviest by faculty members (55.2%), while students' use was also heavier on a weekly basis (41.9%). More faculty seem to use the OISE Library sporadically (34.3% monthly) versus 19.4% of the student respondents. Neither of the constituent groups indicated no use of the Library whatsoever.

The U. of T. Library System was not used by any faculty on a daily basis, and only one student indicated daily use of this system. A small percentage of faculty (14.9%) used it weekly, but the heaviest use was on a monthly basis (44.8%). 34.3% of faculty responding did not use the system at all. Weekly use by students was only slightly higher than faculty (16.1%), but monthly use was similar to that of the faculty (38.7%). One quarter of the student respondents never used the U. of T. Library System.

Results show that other libraries are used very little by either faculty or students. It would appear that there is nothing abnormal about library use patterns and that the OISE Library, supplemented by the University of Toronto fills most users' needs.

Table II - Frequency of Library Use

Frequency of Library Use - Faculty

Library	Daily	Weekly	Monthly	Not At All	No Response
OISE Library	6 (9.0%)	37 (55.2%)	23 (34.3%)	-	1 (1.5%)
U. of T. (Robarts, etc.)	-	10 (14.9%)	30 (44.8%)	23 (34.3%)	4 (6.0%)
Other	2 (3.0%)	2 (3.0%)	14 (20.9%)	7 (10.4%)	42 (62.7%)

Frequency of Library Use - Students

Library	Daily	Weekly	Monthly	Not At All	No Response
OISE Library	11 (35.5%)	13 (41.9%)	6 (19.4%)	-	1 (3.2%)
U. of T. (Robarts, etc.)	1 (3.2%)	5 (16.1%)	12 (38.7%)	8 (25.8%)	5 (16.1%)
Other	1 (3.2%)	2 (6.5%)	1 (3.2%)	5 (16.1%)	22 (71.0%)

QA2. If you do not use the OISE Library, is your reason that: not needed; collection doesn't include subjects of interest; attitude of staff; books unavailable when needed; other.

The answers by both groups of respondents showed no strong evidence of deficiencies in the OISE Library which was serious enough to deter use of the Library.

Table III

Reasons For Not Using The OISE Library

	Faculty	Students
Not Needed	3 (4.4%)	3 (9.6%)
Collection Not of Interest	3 (4.4%)	2 (6.4%)
Attitude of Staff	-	1 (3.2%)
Books Unavailable When Needed	3 (4.4%)	-
Other	-	-

3. GENERAL QUESTIONS ABOUT OISE LIBRARY COLLECTION

QB1. Please give your opinion of the adequacy of the book and journal collections in the following areas: as a research collection and in specific fields of interest (Excellent - Good - Fair - Poor - No Opinion).

The book and journal collections were rated quite highly by both students and faculty with relation to adequacy for research. 54.8% of students and 65.6% of faculty considered the book collection good, while 38.7% of students and 46.2% of faculty found the journal collection good for research purposes. It would seem that the majority of users responding to the survey are satisfied with the depth of the collections for research but imply that it can be improved.

The next largest percentage of faculty respondents (23.8%) and student respondents (19.3%) rated the book collection excellent for research, thus creating an overall total of 89.4% of faculty and 74.1% of students who rated it either good or excellent.

In rating the journal collection from a research viewpoint, the second largest percentage of faculty (37.3%) and students (25.8%) chose excellent - the same pattern as for books. The overall total of 83.5% of faculty and 64.5% of students rating the journal collection good or excellent compares favorably with the book collection.

An interesting observation of the figures is that a larger percentage of students either had no opinion or did not respond to the journal question (25.7%) than was noted in the book question (9.9%).

Faculty opinions on the calibre of the collection appear to be well defined, since no responses were recorded under Poor or No Opinion. There was also a very low No Response rate (1.5% for books and 9.0% for journals). Faculty and students, however, were less able to determine the adequacy of the journal collection than they were to determine adequacy of the book collection. There are many possible reasons for this - one being that a classified book collection lends itself more readily to a browsing approach than does an alphabetical journal collection. More users may, in browsing, attain a wider knowledge of the content of the book collection than of the journals.

Table IV

Rating of the Book Collection for Research

	Excellent	Good	Fair	Poor	No Opinion	No Response
Faculty	16(23.9%)	44(65.7%)	6(9.0%)	-	-	1(1.5%)
Students	6(19.4%)	17(54.8%)	5(16.1%)	-	2(6.5%)	1(3.2%)

Rating of the Journal Collection for Research

	Excellent	Good	Fair	Poor	No Opinion	No Response
Faculty	25(37.3%)	31(46.3%)	5(7.5%)	-	-	6(9.0%)
Students	8(25.8%)	12(38.7%)	2(6.5%)	1(3.2%)	3(9.7%)	5(16.1%)

Rating of Book and Journal Collections in Specific Fields of Interest

Each participant in the survey was requested to rate the book and journal collections according to his/her own interest areas. The results indicated a wide variety of interests and opinions. The tables should be considered within the context of the Library's mandate for selection, as some of the rated topics may not properly belong within that mandate, and could bias the interpretation of results, e.g., religious psychology, rated poor; history of women, rated poor; learning in museums, rated poor; sports, rated poor.

The significance of any comparison is clouded by the fact that we are sometimes comparing "apples with oranges" - journals in one topic area with books in a different topic area. It is best to assess books and journals separately, making comparisons only when topics can be significantly matched.

Responses have been tabulated by academic department so as to give a clearer picture of the relationship between the fields of interest and the Library's mandate. Percentages have not been used, therefore, because the choice given respondents made it impossible to calculate accurate percentages by department. Ratings by department are included in Tables V - XIV.

Adult Education

Those faculty completing this part of the question generally rated the journal collection excellent and the book collection good. Only a small percentage of faculty from this department listed fields of interest.

Students, on the other hand, had a lower opinion of the quality of both the book and journal collections in their individual interest areas. They were rated poor by the largest number of respondents.

Table V

Rating of Book and Journal Collections in Specific Fields of Interest

Adult Education

Field of Interest	Excellent	Good	Fair	Poor
Faculty (Books)				
Adult Education		1		
Language and Linguistics (Curriculum Development)		1		
Language Development		1		
Law and Education			1	
Small Group Theory		1		
		4	1	
(Journals)				
Language and Linguistics (Curriculum Development)	1			
Language Development	1			
	2			
Students (Books)				
Adult Education			1	
Adult Learning Process				1
Intuition and Learning				1
Staff Training & Development				1
			1	3
(Journals)				
Intuition and Learning			1	
Personality Inventory (Q.Sort)				1
Social Science Forecasting (Delphi Analysis)				1
Staff Training & Development				1
			1	3

Applied Psychology

A large number of interest areas mentioned by faculty seemed related to stated focus areas within the department. It was reassuring to find that the majority of respondents rated the collection of books and journals good or excellent. The remaining respondents rated the collections fair or poor.

Student responses were fewer and on the whole more critical of both parts of the collection. Books were rated good or poor, with the majority selecting good. Rating of journals went from an extreme of poor (the majority) to excellent, with little in between.

Table VI

Rating of Book and Journal Collections in Specific Fields of Interest

Applied Psychology

Field of Interest	Excellent	Good	Fair	Poor
Faculty (Books)				
Assessment (Psychology)		1		
Behavior Modification	1			
Child Development	1			
Child Psychology				1
Childhood Pathology			1	
Cognition		2		
Counselling Psychology		1	1	
Diagnosis & Treatment (Psychotherapy)				1
Early Childhood Education			1	
Educational Change		1		
Feminist Studies				1
Infancy			1	
Language Development		1		
Measurement			1	
Psychology	1	2		
Research & Development in Canadian Education		1		
School Psychology		1		
	3	10	5	3
(Journals)				
Assessment (Psychology)		1		
Behavior Modification			1	
Child Development	1			
Child Psychology			1	1
Cognition		1		
Counselling Psychology		2		
Developmental Psychology		1		
Early Childhood Education		1		
Educational Change			1	
Language Development		1		
Psychoanalysis				1
Psychology	1	2		
Research & Development in Canadian Education	1			
School Psychology		1		
Women (Sex Roles)			1	
	3	10	4	2

Applied Psychology

Field of Interest	Excellent	Good	Fair	Poor
Students (Books)				
Bilingualism		1		
Cognition		1	1	
Ethnic Studies				1
Group Counselling		1		
Immigration		1		1
Instructional Design (Educational Psychology)		1		
Language Development		1		
Psychology		2		
Religious Psychology				1
Social Psychology (Identification Attitudes)				1
	-	8	1	4
(Journals)				
Cognition	1			
Ethnic Studies				1
Immigration				1
Instructional Design (Educational Psychology)		1		
Psychology		1	1	
Religious Psychology				1
	1	2	1	3

Curriculum

A strong rating of good or excellent for the book collection was the predominant opinion of faculty, when considering their specific fields of interest. The journal rating was spread through fair to excellent, with the more administrative aspects of curriculum appearing weakest, e.g., curriculum decision-making, curriculum evaluation, curriculum design.

Students assigned poor ratings to Children's Culture and Franco-Ontario Studies, but had very positive evaluations of such topics as Reading and Film Theory. The use of certain broad terms used by different respondents was not always clear to the surveyor. For example, the term 'curriculum' was rated by four students and two faculty, but lacking sufficient determination of the scope of that term in each case, a real judgement of the collection in anything but the broadest terms was impossible. Students showed an equal level of satisfaction when comparing the book and journal collections.

Table VII

Rating of Book and Journal Collections in Specific Fields of Interest

Curriculum

Field of Interest	Excellent	Good	Fair	Poor
Faculty (Books)				
Curriculum	1			
Curriculum Decision-Making		1		
Curriculum Design		1		
Curriculum Evaluation	1			
Curriculum Implementation & Evaluation		1		
Curriculum Instruction			1	
Educational Philosophy		1		
English Education				1
Evaluation		1		
Language Development	1			
Language & Linguistics (Curriculum Development)			1	
Mathematics Education		1		
Measurement	1			
Reading		1		
Teaching Methods		1		
Values Education	1			
Volunteer Studies		1		
	5	9	2	1
(Journals)				
Curriculum	1	1		
Curriculum Decision-Making			1	
Curriculum Design			1	
Curriculum Evaluation			1	
Curriculum Implementation & Evaluation	1			
Curriculum Instruction			1	
English Education	1			
Evaluation		1		
Language & Linguistics (Curriculum Development)		1		
Mathematics Education	1			
Measurement			1	
Reading			1	
Teaching Methods	1			
Values Education		1		
Volunteer Studies		1		
	5	5	6	-

Curriculum

Field of Interest	Excellent	Good	Fair	Poor
Students (Books)				
Children's Culture				1
Curriculum	1	3		
Curriculum Development & Implementation			1	
Curriculum Evaluation			1	
Film Theory and History		1		
Franco-Ontario Studies				1
Reading	1	1		
Psychology	1			
	3	5	2	2
(Journals)				
Children's Culture				1
Curriculum		4		
Film Theory and History	1			
Psychology	1			
Reading	2			
	4	4	-	1

Educational Administration

A quite diverse set of interests was evident from a study of faculty responses from this department. Once again, good or excellent was the rating given the library collection in a majority of these fields. None of the students from this department who responded (2) rate their interests in this area.

Table VIII

Rating of Book and Journal Collections in Specific Fields of Interest

Educational Administration

Field of Interest	Excellent	Good	Fair	Poor
Faculty (Books)				
Aesthetics			1	
Bilingualism		1		
Declining Enrollment		1		
Education in Quebec			1	
Educational Administration		1		
Educational Economics		1		
Educational Finance		1	1	
Educational Planning		1		
Educational Sociology		2		
Evaluation	1		1	
Evaluation of Educational Personnel		1		
General Administration		1		
Human Relations			1	
Industrial Relations				1
Law and Education			1	
Organizational Theory		1		

Educational Administration

Field of Interest	Excellent	Good	Fair	Poor
Politics and Education		2		
Program Organization	1			
Research Methods		1		
Social Mobility			1	
	2	14	7	1
Faculty (Journals)				
Declining Enrollment		1		
Education in Quebec			1	
Educational Administration		1		
Educational Economics		1		
Educational Finance		1	1	
Educational Planning		1		
Educational Sociology		1	1	
Evaluation of Educational Personnel	1			
General Administration	1			
Human Relations			1	
Industrial Relations				1
Information Systems		1		
Law and Education				1
Organizational Theory		1		
Politics and Education		1		
	2	9	4	2

Educational Planning

Faculty of the Department of Educational Planning seemed generally pleased with the book collection in their areas of interest. Some of their interests were not readily identifiable with their home department. For example, Educational Sociology was rated fair by one faculty member, while later on in the survey, a member of the Sociology Department rated the collection good in that area. Divergent opinions on some of the items listed below made analysis difficult. No student response from this department was received.

Table IX

Rating of Book and Journal Collections in Specific Fields of Interest

Educational Planning

Field of Interest	Excellent	Good	Fair	Poor
Faculty (Books)				
Comparative Education		1		
Developing Nations		1		
Educational Economics		1		
Educational Planning	1	1		
Educational Sociology			1	
Higher Education	1			
Occupational Training	1			
Operations Research		1	1	
Systems Analysis	1			
	4	5	2	

Educational Planning

Field of Interest	Excellent	Good	Fair	Poor
Faculty (Journals)				
Administration & Planning in Education	1			
Comparative Education		1		
Developing Nations		1		
Educational Planning	1			
Occupational Training		1		
Operations Research			1	
Systems Analysis		1		
	2	4	1	-

Higher Education

The Higher Education Group rated the book collection excellent and the journal collection good in their field. One student rated his interest area fair when evaluating books, but no student rated journal holdings.

Table X

Rating of Book and Journal Collections in Specific Fields of Interest

Higher Education

Field of Interest	Excellent	Good	Fair	Poor
Faculty (Books)				
Higher Education	1			
(Journals)				
Higher Education		1		
Students (Books)				
19th Century University History			1	

History and Philosophy

The various subjects chosen by faculty members in this department received an equally divided rating ranging from excellent to good to fair in terms of the journal collection. The book collection had a wider spread from excellent to poor, with the majority (10) of the respondents rating either good or excellent. This department in particular tempered their less than good ratings with an acknowledgement that for budgetary and other reasons they did not believe it realistic to expect the Library to reach a much higher level in some specialized areas.

Students rated the journal collection in their fields of interest higher overall than the book collection. Journals received a rating of good, while the book collection once again ranged between excellent and poor.

Table XI

Rating of Book and Journal Collections in Specific Fields of Interest

History and Philosophy

Field of Interest	Excellent	Good	Fair	Poor
Faculty (Books)				
Aesthetics		1		
European Education			1	
French Education		1		
History of American Education		1		
History of Canadian Education		2		
History of Women				1
Immigration			1	
Metaphysics & Theory of Knowledge		1		
Philosophy of Science		1		
Philosophy of Teacher Education	1			
Renaissance				1
Research & Development in Canadian Education	1			
Research in Education	1			
	3	7	2	2
(Journals)				
Aesthetics		1		
Canadian History			1	
European Education			1	
French Education			1	
History of Canadian Education	1			
History of Education	1			
History of Women		1		
Immigration			1	
Metaphysics and Theory of Knowledge		1		
Philosophy of Science		1		
Philosophy of Teacher Education	1			
Research & Development in Canadian Education	1			
Research in Education	1			
Renaissance			1	
Social History of Women		1		
	5	5	5	

History and Philosophy

Field of Interest	Excellent	Good	Fair	Poor
Students (Books)				
Educational Philosophy	1		1	
Educational Psychology	1			
Ethics of Education				1
History of Education		1		
Learning in Museums				1
Social Philosophy		1		
	2	2	1	2
(Journals)				
Educational Philosophy		1		
Ethics of Education		1		
History of Education		1		
Social Philosophy		1		
		4		

Measurement, Evaluation and Computer Applications

The faculty of the department split their ratings quite evenly between excellent/good and fair/poor. Books under selected topics received 13 ratings from good to excellent and 13 ratings from fair to poor. Journals received 12 ratings from good to excellent and 11 from fair to poor. Several of those achieving least satisfaction, listed topics so general as to make their specific requirements difficult to ascertain, i.e., Computer Applications; Statistics.

Since only two students responded from this department, a real test of satisfaction is not possible. Book holdings were good or fair and journals were rated as good.

Table XII

Rating of Book and Journal Collections in Specific Fields of Interest

Measurement, Evaluation and Computer Applications

Field of Interest	Excellent	Good	Fair	Poor
Faculty (Books)				
Applied Linguistics			1	
Applied Mathematics			2	
Career Development			1	
Computer Applications			4	
Evaluation	1	1		
Individualized Instruction		1		
Mathematics Education			1	
Measurement	1	2		

Measurement, Evaluation and Computer Applications

Field of Interest	Excellent	Good	Fair	Poor
Psychology	1			
Psychometrics		1	1	
Reading		1		
Statistics	1	2	2	
Test Construction				1
Vocational Theory		1		
	4	9	12	1
Faculty (Journals)				
Applied Linguistics			1	
Applied Mathematics				1
Career Development	1			
Computer Applications			4	
Evaluation		1		
Individualized Instruction		1		
Mathematics Education			1	
Measurement	2	1		
Psychology	1			
Psychometrics		2		
Reading		1		
Statistics		1		3
Test Construction				1
Vocational Theory	1			
	5	7	6	5
Students (Books)				
Computer Applications			1	
Mathematics Education		1		
Multivariate Statistics		1		
Personnel Selection Procedures (Psychological Testing)			1	
	-	2	2	-
(Journals)				
Multivariate Statistics		1		
Personnel Selection Procedures (Psychological Testing)		1		
	-	2	-	-

Sociology

Faculty of this department displayed a high degree of satisfaction with the journal collection, giving seven ratings of excellent and three ranging from good to poor. However, the book collection experienced a more even distribution of excellent t poor. Here again, poorer ratings appeared to be either in areas not normal expected to be strong, or areas where the respondent felt his/her requirements could not logically be met for budgetary or other reasons (See Representative Comments, Appendix 5).

Students seemed reasonably satisfied with the book collection and no responses to the journal question were received.

Table XIII

Rating of Book and Journal Collections in Specific Fields of Interest

Sociology

Field of Interest	Excellent	Good	Fair	Poor
Faculty (Books)				
Applied Sociology				1
Class Analysis	2			
Curriculum Development & Implementation			1	
Educational Innovation	1			
Educational Sociology		1		
Family Sociology		1		
Feminist Studies				1
Social Change			1	
Social Policy		1		
Sociological Theory			1	
Sports			1	
	3	3	4	2
(Journals)				
Applied Sociology	1			
Curriculum Development & Implementation		1		
Educational Innovation	1			
Educational Sociology	2			
Family Sociology	1			
Social Change			1	
Social Policy	1			
Sociological Theory	1			
Sports				1
	7	1	1	1
Students (Books)				
Open Concept		1		
Personality Disorders		1	1	
Sociology in Reading		1		
Sports		1		
		4	1	

Special Education

Faculty returns from this department were very small. The book collection was rated good in two areas and poor in another. Only one field was listed for the journal collection and it was rated poor. Student opinions of the book and journal collections in their subject areas indicated that they were between good and fair.

Table XIV

Rating of Book and Journal Collections in Specific Fields of Interest

Special Education

Field of Interest	Excellent	Good	Fair	Poor
Faculty (Books)				
Behavior Disorders		1		
Deafness				1
Mental Retardation		1		1
	-	2		2
(Journals)				
Deafness				1
Students (Books)				
Deafness			1	
Learning Disabilities		1		
	-	1	1	-
(Journals)				
Deafness			1	
Learning Disabilities		1		
	-	1	1	-

QB2. Do you feel you have adequate opportunity to recommend materials for purchase?

In the case of faculty, 82% indicated they felt they had adequate opportunity to recommend the purchase of library materials, while 13.4% did not. Fewer students, (35.4%) felt that they had this opportunity, while 45.4% did not. A lack of student awareness of methods available to them would seem apparent from the results.

Table XV

Adequate Opportunity to Recommend for Purchase

	Faculty	Students
Yes	55 (82%)	11 (35.4%)
No	9 (13.4%)	14 (45.4%)
No Response	3 (4.4%)	6 (19.3%)

QB2-b. (Faculty Only). Indicate what means there are in your department to route order recommendations to the Library.

Course reading lists appear to be the most frequent method for recommending the purchase of new materials (52.2%), with 37.3% choosing order suggestion forms as the second most common method. 35.8% use ordering sources through the department, while the remaining 17.9% had other methods listed.

Table XVI

Faculty - Methods of Ordering Library Materials

Order Suggestions	25 (37.3%)
Course Reading Lists	35 (52.2%)
Circulating bibliographies, etc.	16 (35.8%)
Other	12 (17.9%)

QB3. (Faculty Only). Do you feel obliged to restrict class assignments because of any inadequacy in the Library?

71.6% of faculty felt no obligation to restrict class assignments, while 20.8% expressed some form of restriction due to Library inadequacy.

Table XVII

Obliged to Restrict Class Assignments

Yes	No	No Response
14 (20.8%)	48 (71.6%)	5 (7.4%)

QB4. (Faculty Only). Please rate the materials you would like to see emphasized by the Library in developing its collection in your subject area.

Journals and current books were the highest rated priority items for collection development. Each was also rated second priority by the largest number in the priority 2 area. Priority 3 showed an emphasis on retrospective materials, followed closely by government publications. The latter received a higher ranking than any other material in priority 4, but was closely followed by non-print media. In 5th priority, non-print media was more highly emphasized, with government publications close behind.

Table XVIII

Priorities For Collection Development

Highest to Lowest -	1	2	3	4	5
Government Publications	7(10.4%)	7(10.4%)	15(22.3%)	12(17.9%)	15(22.3%)
Journals	42(62.6%)	15(22.3%)	2(2.9%)	-	2(2.9%)
Current Books	39(58.2%)	16(23.8%)	3(4.4%	-	2(2.9%)
Retrospective Materials	3(4.4%)	11(16.4%)	20(29.8%)	7(10.4%)	10(14.9%)
Non-Print Media	7(10.4%)	10(14.9%)	10(14.9%)	11(16.4%)	17(25.3%)
No Opinion	2(2.9%)				

4. GENERAL QUESTIONS ABOUT THE LIBRARY

QC1. To what extent are your needs met by the regular schedule of Library hours?

The assessment of responses to this question was that a very high percentage of library users are well satisfied with the hours presently offered by the Library. Over 90% of faculty and students accorded existing library hours an excellent to good rating. Only 1.4% of faculty and 6.4% of students rated the hours unsatisfactory.

Table XIX

Satisfaction With Library Hours

	Excellent	Good	Fair-Poor	Not Needed	No Response
Faculty	41 (61.1%)	22 (32.8%)	1 (1.4%)	2 (4.4%)	1 (1.4%)
Students	17 (54.8%)	11 (35.4%)	2 (6.4%)	-	1 (3.2%)

QC2. Estimate the number of times during the past term you did not get the item you wanted.

This question was designed to ascertain user frustration when locating material, and was meant to be an indicator of need to replace, heavy loss, lack of sufficient copies, etc. Analysis of the responses, however, showed that the question did not allow the surveyor to determine whether the user was making successive attempts to locate only one item or whether successive attempts were made to secure different items. This confusion affected the analysis of results and made them inconclusive.

Within these restrictions, the highest amount of dissatisfaction under each category of frustration pointed to the initial attempt to locate an item or each item. Increased attempts improved the rate of satisfaction. This was evident in all categories listed. The three categories where most people experienced difficulty were books not on the shelf (55.2%), not in the catalogue (52.2%) and not charged out (49.2%). Fewer difficulties were experienced with missing items (41.7%) and journals not in the catalogue (32.8%).

Except in the case of journals, a smaller number of faculty registered no problem with the reasons listed for not locating material. The student experience bore a similar relationship to that of the faculty, with the heaviest dissatisfaction in the 1-5 times category for non-location of material. However, in the case of both groups, although it may have been an important factor, no definitive correlation between perseverance and satisfaction can be substantiated.

Table XX

User Difficulty in Locating Library Material

Faculty	None	1 - 5	6 - 10	Over 10	No Response
Not on shelf	12 (17.9%)	37 (55.2%)	8 (11.9%)	5 (7.4%)	5 (7.4%)
Item was out	17 (25.3%)	33 (49.2%)	2 (2.9%)	3 (4.4%)	12 (17.9%)
Item was missing	22 (32.8%)	28 (41.7%)	1 (1.4%)	2 (2.9%)	14 (20.8%)
Book not in catalogue	14 (20.8%)	35 (52.2%)	5 (7.4%)	4 (5.9%)	9 (13.4%)
Journal not in catalogue	25 (37.3%)	22 (32.8%)	2 (2.9%)	1 (1.4%)	17 (25.3%)
Students					
Not on shelf	3 (9.6%)	15 (48.3%)	4 (12.9%)	4 (12.9%)	5 (16.1%)
Item was out	4 (12.9%)	16 (51.6%)	2 (6.4%)	1 (3.2%)	8 (25.8%)
Item was missing	10 (32.2%)	12 (38.7%)	-	-	9 (29%)
Book not in catalogue	8 (25.8%)	10 (32.2%)	1 (3.2%)	5 (16.1%)	7 (22.5%)
Journal not in catalogue	11 (35.4%)	10 (32.2%)	2 (6.4%)	1 (3.2%)	7 (22.5%)

QC3. Please circle the number which corresponds to the importance of the item in your work.

The results of this question were quite decisive in indicating that journals (faculty - 65.6%; students - 48.3%) and course reading materials (faculty - 44.7%; students - 38.7%) are the highest rated items in the Library in terms of relative importance to the user.

The reference collection (40.2%) and research material (34.3%) were the next most important items to faculty, but students differed in their third and fourth choices, rating research material for QRPs and theses (32.2%) and the circulating collection (19.3%) in that order. An interesting factor shown is that the ERIC microfiche collection is considered more important to faculty needs (28.3%) than to students' (9.6%). Work space was ranked least important by faculty (26.8%), and the audio-visual collection received the lowest ranking by students (25.8%).

Table XXI

Relative Importance of Aspects of Library Service

Faculty Response

Grade of Importance --	Important - - - → Unimportant						
	1	2	3	4	5	Not Applicable	No Answer
Assigned Course Reading Material	30 (44.7%)	18 (26.8%)	4 (5.9%)	3 (4.4%)	-	6 (8.9%)	6 (8.9%)
Study Space	1 (1.4%)	2 (2.9%	7 (10.4%)	12 (17.9%)	18 (26.8%)	18 (26.8%)	9 (13.4%)
Interlibrary Loan	14 (20.8%)	11 (16.4%)	12 (17.9%)	12 (17.9%)	6 (8.9%)	6 (8.9%)	6 (8.9%)
Research Material	23 (34.3%)	10 (14.9%)	7 (10.4%)	4 (5.9%)	3 (4.4%)	10 (14.9%)	10 (14.9%)
Unassigned Course Materials	13 (19.4%)	22 (32.8%)	12 (17.9%)	3 (4.4%)	2 (2.9%)	6 (8.9%)	9 (13.4%)
Audio-Visual Collection	9 (13.4%)	13 (19.4%)	10 (14.9%)	11 (16.4%)	13 (19.4%)	3 (4.4%)	8 (11.9%)
Circulating Collection	13 (19.4%)	18 (26.8%)	7 (10.4%)	5 (7.4%)	2 (2.9%)	7 (10.4%)	15 (22.3%)
Curriculum Resources	9 (13.4%)	10 (14.9%)	14 (20.8%)	3 (4.4%)	12 (17.9%)	8 (11.9%)	11 (16.4%)
ERIC Microfiche	19 (28.3%)	11 (16.4%)	14 (20.8%)	5 (7.4%)	5 (7.4%)	2 (2.9%)	11 (16.4%)
Journals	44 (65.6%)	16 (23.8%)	1 (1.4%)	-	-	-	6 (8.9%)
Reference Collection	27 (40.2%)	16 (23.8%)	8 (11.9%)	2 (2.9%)	3 (4.4%)	1 (1.4%)	10 (14.9%)
Other (See Appendix 3)							

Student Response

Grade of Importance --	Important - - - → Unimportant						
	1	2	3	4	5	Not Applicable	No Answer
Assigned Course Reading Material	12 (38.7%)	5 (16.1%)	1 (3.2%)	2 (6.4%)	2 (6.4%)	7 (22.5%)	2 (6.4%)
Study Space	5 (16.1%)	3 (9.6%)	8 (25.8%)	4 (12.9%)	5 (16.1%)	4 (12.9%)	2 (6.4%)
Interlibrary Loan	4 (12.9%)	3 (9.6%)	3 (9.6%)	4 (12.9%)	7 (22.5%)	8 (25.8%)	2 (6.4%)
Research Material	10 (32.2%)	4 (12.9%)	5 (16.1%)	2 (6.4%)	-	9 (29%)	1 (3.2%)
Unassigned Course Materials	4 (12.9%)	5 (16.1%)	6 (19.3%)	3 (9.6%)	3 (9.6%)	8 (25.8%)	2 (6.4%)
Audio-Visual Collection	-	3 (9.6%)	9 (29%)	1 (3.2%)	8 (25.8%)	8 (25.8%)	2 (6.4%)
Circulating Collection	6 (19.3%)	5 (16.1%)	7 (22.5%)	-	2 (6.4%)	9 (29%)	2 (6.4%)
Curriculum Resources	4 (12.9%)	5 (16.1%)	5 (16.1%)	1 (3.2%)	4 (12.9%)	10 (32.2%)	2 (6.4%)
ERIC Microfiche	3 (9.6%)	4 (12.9%)	6 (19.3%)	5 (16.1%)	3 (9.6%)	8 (25.8%)	2 (6.4%)
Journals	15 (48.3%)	8 (25.8%)	2 (6.4%)	1 (3.2%)	-	3 (9.6%)	2 (6.4%)
Reference Collection	4 (12.9%)	9 (29%)	8 (25.8%)	2 (6.4%)	-	5 (16.1%)	3 (9.6%)
Other (Theses)	-	-	-	1 (3.2%)	-	-	-

QC4. Have you used the Library information leaflet series displayed near the card catalogue? If yes, how useful did you find them?

The Library information leaflet series was designed mainly for student use. It is therefore not surprising that faculty responses indicated little use of the series, (17.9% used the leaflets and 8.9% found them useful). A higher percentage (38.7%) of students used them. 12.9% indicated they were very useful, while 25.8% found them moderately so.

Table XXII

Use of Library Leaflet Series

	Yes	No	No Response
Faculty	12	53	2
Students	12	19	-

	Very Useful	Moderately Useful	Little/ No Use	No Response
Faculty	6 (8.9%)	7 (10.4%)	1 (1.4%)	53 (79.1%)
Students	4 (12.9%)	8 (25.8%)	-	19 (61.2%)

QC5(a) Please estimate how often during the past year you found each of the following approaches successful in locating materials in the card catalogue: Author; Title; Subject.

b) When using the subject headings in the card catalogue, do you find them adequate or inadequate for your needs?

c) Do you use the call number on the upper left corner of the catalogue card to locate specific materials on the shelves / as a guide to the location of other materials on the same subject?

The author approach was the most frequently used by faculty members to assess the collection (86.5%). In using subject headings 56.7% found them adequate, while 16.4% did not. While 86.5% used the call number to locate specific materials on the shelves, 74.6% also used it as a guide to other materials on the same subject.

Students concentrated quite heavily on the author approach (87%), but also used subject (48.3%) and title headings (45.1%) quite often. 74.1% of student respondents found subject headings adequate, while 19.3% did not. All students used the call number to locate specific materials on the shelves, and 90.3% used them as a guide to other materials.

Table XXIII

Locating Materials in Card Catalogue

		Frequently	Occasionally	Almost Never	No Response
Author:	Faculty	58 (86.3%)	6 (8.9%)	-	3 (4.4%)
	Students	27 (87%)	3 (9.6%)	-	-
Title:	Faculty	32 (47.7%)	24 (35.8%)	6 (8.9%)	5 (7.4%)
	Students	14 (45.1%)	10 (32.2%)	5 (16.1%)	1 (3.2%)
Subject:	Faculty	16 (23.8%)	30 (44.7%)	15 (22.3%)	6 (8.9%)
	Students	15 (48.3%)	7 (22.5%)	7 (22.5%)	1 (3.2%)

Subject Headings

	Faculty	Students
Adequate	38 (56.7%)	23 (74.1%)
Inadequate	11 (16.4%)	6 (19.3%)
No Response	18 (26.8%)	1 (3.2%)

Use of Call Number

	Faculty		
	Yes	No	No Response
To locate specific materials	58 (86.5%)	2 (2.9%)	7 (10.4%)
As a guide to other materials	50 (74.6%)	7 (10.4%)	10 (14.9%)
	Students		
	Yes	No	No Response
To locate specific materials	30 (96.7%)	-	-
As a guide to other materials	28 (90.3%)	2 (6.4%)	-

QC6. Is there any additional service you would like to see the Library provide or adjust?

The majority of faculty and students had either no requests to make for new or adjusted services, or did not respond to the questions. 13.4% of faculty did suggest new services and 17.9% requested adjustments. 19.3% of students suggested new services and 25.8% suggested adjustments.

Of those suggestions received, several were repeated. Some of the comments received under new and adjusted services are contained under Representative Comments, Appendix 5.

Table XXIV

Suggestions for Service

	Faculty		
	Yes	No	No Response
Additional Library Service	9 (13.4%)	38 (56.7%)	20 (20.8%)
Present Library Service Adjusted	12 (17.9%)	36 (53.7%)	19 (28.3%)
	Students		
	Yes	No	No Response
Additional Library Service	6 (19.3%)	14 (45.1%)	10 (32.2%)
Present Library Service Adjusted	8 (25.8%)	14 (45.1%)	8 (25.8%)

5. QUESTIONS ABOUT REFERENCE AND INFORMATION SERVICES

QD1. To what extent do you have occasion to ask Library staff for reference assistance?

Results of this question showed that the majority of respondents in both categories utilized this service most frequently on a monthly basis. Daily or weekly need for the service was required by the fewest respondents. Only 1.4% of faculty never used reference assistance, but 38.7% of students fell into that category.

Need for monthly assistance was expressed by 41.7% of faculty and 41.9% of student respondents.

Table XXV

Reference Assistance Required

	Faculty	Students
Daily/Weekly	9 (13.4%)	6 (19.3%)
Once a month	28 (41.7%)	13 (41.9%)
Less than once a month	29 (43.2%)	9 (29%)
Never	1 (1.4%)	12 (38.7%)
No Response	-	-

QD2. How do you rate the service provided by R and I staff?

More than half the respondents in each category (74.6% faculty; 54.8% students) rated the service provided as excellent. This figure, taken with an adequate response from faculty of 19.4% and students of 35.4%, leaves little doubt that a high level of satisfaction exists in this area.

Table XXVI

Satisfaction With Reference Service

	Faculty	Students
Excellent	50 (74.6%)	17 (54.8%)
Adequate	13 (19.4%)	11 (35.4%)
Inadequate	1 (1.4%)	-
Not Applicable	1 (1.4%)	-
No Response	2 (2.9%)	2 (6.4%)

QD3. Would you use reference assistance on weekends?

76.1% of faculty expressed no need for weekend reference service, with 19.4% opting for it. Students showed a more positive need, with 51.6% expressing a desire for the service. 41.9% indicated no need.

Table XXVII

Weekend Reference Service

	Yes	No	No Response
Faculty	13 (19.4%)	51 (76.1%)	3 (4.4%)
Students	16 (51.6%)	13 (41.9%)	1 (3.2%)

QD4. Do you use our Interlibrary Loan service? If yes, was the material received on time for your purposes?

Of the 61.1% of faculty respondents who use the ILL service, 55.2% expressed satisfaction with the time taken to procure the material. 38.8% did not use the service.

Fewer students (25.8%) use the ILL service, but of those, 22.5% were satisfied with it. 67.7% of student respondents did not use the service.

Table XXVIII

Interlibrary Loan Use

	Faculty			Students		
	Yes	No	No Response	Yes	No	No Response
Use of Service:	41 (61.1%)	26 (38.8%)		8 (25.8%)	21 (67.7%)	1 (3.2%)
Satisfaction:	35 (52.2%)	2 (2.9%)	30 (44.7%)	7 (22.5%)	22 (70.9%)	1 (3.2%)

QD5. Have you used the Library's orientation services? If not, would you like to take advantage of the service?

Few faculty respondents (10.4%) had used the Orientation Tours and another 10.4% had used the seminars. Of 83.5% who had not taken tours, only 5.9% wished to, and of the 73.1% who had not taken seminars, only 4.4% expressed a wish to do so.

32.2% of student respondents had taken orientation tours, and of the 64.5% who had not, only 16.1% expressed a need to take one. Seminars had been attended by only 3.2% of the students, but 12.9% (4) of the 61.2% (19) who had not, expressed a desire to do so.

Table XXIX

		Use of Orientation			
		Tours		Seminars	
Faculty					
Use of Service:	Yes	7	(10.4%)	7	(10.4%)
	No	56	(83.5%)	49	(73.1%)
	No Response		(5.9%)	11	(16.4%)
Wish to take advantage:	Yes	4	(5.9%)	3	(4.4%)
	No	39	(58.2%)	33	(49.2%)
	No Response	24	(35.8%)	31	(46.2%)
Students					
Use of Service:	Yes	10	(32.2%)	1	(3.2%)
	No	20	(64.5%)	19	(61.2%)
	No Response		-	10	(32.2%)
Wish to take advantage:	Yes	5	(16.1%)	4	(12.9%)
	No	13	(41.9%)	12	(38.7%)
	No Response	12	(38.7%)	14	(45.1%)

QD6. Do you find the orientation service effective?

Of the 29.8% of faculty taking some form of library orientation, 19.4% indicated that it was effective, while 2.9% indicated it was not. No response was received from the remaining respondents.

Effectiveness of orientation for students was 25.8%, with 3.2% finding it not effective and no response from the remainder.

Table XXX

	Orientation Effectiveness		
	Yes	No	No Response
Faculty	13 (29.8%)	2 (2.9%)	52 (77.6%)
Students	8 (25.8%)	1 (3.2%)	21 (67.7%)

QD7. Faculty Only. Would you be interested in having literature search services available for your work through chargeback to your department?

Although 38.8% of faculty expressed an interest in the establishment of this service, there was some expression of concern regarding cost to the department and availability of funds to cover cost.

Table XXXI

Literature Search Service

Faculty	Yes	No	No Response
	26 (38.8%)	9 (13.4%)	32 (47.7%)

6. QUESTIONS ABOUT CIRCULATION SERVICES

QE1. How do you rate the service provided by the Circulation staff?

Faculty assessment of circulation service was quite high, particularly during weekday use. 47.7% of faculty respondents rated the service excellent, while 35.8% rated it adequate. Only 4.4% found weekday service inadequate. Students were also quite positive in their rating, although a higher percentage (48.3%) gave a rating of adequate as compared with 32.2% rating the service excellent. 6.4% found the service inadequate.

Rating of evening service was somewhat lower on the part of faculty. 26.8% rated service adequate as compared with a 20.8% excellent rating. Inadequate remained low at 4.4%. A larger number of students considered weekend service inadequate (12.9%), but 29% rated it adequate and 22.5% rated it excellent.

A high percentage of faculty expressed either no opinion (35.8%) or had no response (20.8%) to the rating of weekend service. Of those who do use the service, 25.3% rated it adequate, 13.4% rated it excellent and 4.4% rated it inadequate.

Table XXXII

Circulation Service

Faculty

	Excellent	Adequate	Inadequate	No Opinion	No Response
Weekdays	32 (47.7%)	24 (35.8%)	3 (4.4%)	4 (5.9%)	4 (5.9%)
Evenings	14 (20.8%)	18 (26.8%)	3 (4.4%)	20 (29.8%)	12 (17.9%)
Weekends	9 (13.4%)	17 (25.3%)	3 (4.4%)	24 (35.8%)	14 (20.8%)

Students

	Excellent	Adequate	Inadequate	No Opinion	No Response
Weekdays	10 (32.2%)	15 (48.3%)	2 (6.4%)	2 (6.4%)	1 (3.2%)
Evenings	7 (22.5%)	9 (29%)	4 (12.9%)	7 (22.5%)	3 (9.6%)
Weekends	7 (22.5%)	5 (16.1%)	3 (9.6%)	11 (35.4%)	4 (12.9%)

QE2. Are you aware of the services provided by the Library regarding course reading lists? If yes, do you find them satisfactory?

As might be expected, there was a high degree of awareness of these services by both categories. 77.6% of faculty knew of the service and 67.1% expressed satisfaction with it. A smaller percentage of students (51.6%) were aware of course reading list procedures, 41.9% of whom were satisfied with them. 12.9% claimed the service was not applicable to their needs.

QE3. Faculty Only. Are you satisfied with the present system of handling books placed under restricted circulation for assigned reading?

The majority of faculty respondents who used this system (56.7%), expressed satisfaction with it. For several respondents it was not applicable, but 12.9% expressed dissatisfaction with the system.

Table XXXIII

Course Reading Lists

	Faculty		Students	
Awareness:	Yes	52 (77.6%)	Yes	16 (51.6%)
	No	14 (20.8%)	No	9 (29%)
	No Response	1 (1.4%)	Not Applicable	4 (12.9%)
			No Response	1 (3.2%)
	Faculty		Students	
Satisfaction:	Yes	45 (67.1%)	Yes	13 (41.9%)
	No	3 (4.4%)	No	2 (6.4%)
	No Response	19 (28.3%)	No Response	1 (3.2%)

Table XXXIV

Restricted Circulation - Faculty Only

Satisfactory:	Yes	38 (56.7%)
	No	4 (5.9%)
	Not Applicable	17 (25.3%)
	No Response	8 (11.9%)

QE4. Does the system of leaving requests for unavailable books work satisfactorily for you?

A larger number of students than faculty showed some difficulty with this service. Whereas 44.7% of faculty experienced satisfaction, only 38.7% of students did so. Over one quarter of the student responses were negative compared with 16.4% of faculty. Considering the cumulative totals in the rate of borrower satisfaction (see Table XX), it would appear somewhat surprising that 25.8% of students and 32.8% of faculty do not use the system.

Although reasons cannot be conclusive, one might speculate, particularly when reading the comments related to the question, that a certain lack of confidence and disappointment in the system has contributed to lack of use on the part of both groups.

Table XXXV

Requests for Unavailable Books

	Yes	No	Do Not Use	No Response
Faculty	30 (44.7%)	11 (16.4%)	22 (32.8%)	4 (5.9%)
Students	12 (38.7%)	8 (25.8%)	8 (25.8%)	2 (6.4%)

7. QUESTIONS ABOUT SPECIAL COLLECTIONS -- AUDIO-VISUAL

QF1. Do you use audio-visual materials in your work at OISE?

Faculty results indicate that more than half the respondents use A/V materials in their work at OISE. Only 35.4% of students indicated that they made use of the A/V collection in their work.

Table XXXVI

Audio-Visual Use

	Yes	No	No Response
Faculty	34 (50.7%)	32 (47.7%)	1 (1.4%)
Students	11 (35.4%)	19 (61.2%)	-

QF2. How do you rate the service provided by the A/V staff?

Although only 34 faculty indicated they used the collection, 35 rated the service. Taking the latter figure as the actual number of users, 88.5% rated the service as excellent. 11.4% rated it as adequate.

Of the total number of students using the collection, 81.8% rated service as excellent, 9.09% found it adequate, and another 9.09% did not respond.

Table XXXVII

Audio-Visual Service

	Faculty	Students
Excellent	31 (88.5%)	9 (81.8%)
Adequate	4 (11.4%)	1 (9.09%)
Inadequate	-	-
No Response	-	1 (9.09%)

QF3. Do you locate audio-visual materials through the main card catalogue/ printed A/V resource catalogue? How useful do you find them?

Of the 34 faculty respondents indicating that they use the collection, 91.1% indicated that the A/V resource catalogue was the primary method of locating materials. The card catalogue was used by only 24.6% for the same purpose.

63.6% of students who used the collection avail themselves of the A/V resource catalogue and an equal number use the card catalogue. Since the faculty receive complimentary copies of the A/V resource catalogue, this could account for the higher use rate of this access tool in comparison with students, who must avail themselves of reference copies.

The resource catalogue was rated between useful (76.4%) and somewhat useful (14.7%) by the faculty, while they rated the card catalogue useful (23.5%), somewhat useful (14.7%) and not useful (8.82%).

The main card catalogue was found useful by 72.7% of students, and somewhat useful by 9.09%. The same rating was given the A/V resource catalogue by the students.

Table XXVIII

Location of Audio-Visual Materials

Faculty

Card Catalogue		A/V Resource Catalogue	
Yes	9 (24.6%)	Yes	31 (91.1%)
No	17	No	2
No Response	41	No Response	34

Students

Yes	7 (63.6%)	Yes	7 (63.6%)
No	5	No	4
No Response	18	No Response	19

Usefulness of Both Methods

Faculty

Card Catalogue		A/V Resource Catalogue	
Useful	8 (23.5%)	Useful	26 (76.4%)
Somewhat Useful	5 (14.7%)	Somewhat Useful	5 (14.7%)
Not Useful	3 (8.82%)	Not Useful	-
No Response	51	No Response	36

Students

Useful	8 (72.7%)	Useful	8 (72.7%)
Somewhat Useful	1 (9.09%)	Somewhat Useful	1 (9.09%)
Not Useful	-	Not Useful	-
No Response	21	No Response	21

QF4. To what extent does the lack of evening staff in A/V restrict your use of the audio-visual collection?

Only 2.9% of faculty A/V users claimed to be greatly inconvenienced by lack of A/V evening staff. 23.5% indicated some inconvenience, but 76.4% said they were not at all inconvenienced. A smaller percentage of students (54.5%) indicated that they were not at all restricted by lack of evening staff. 18.1% were greatly restricted and 27.2% were somewhat restricted.

Table XXXIX

Satisfaction With Hours

	Greatly Inconvenienced	Somewhat	Not At All	No Response
Faculty	1 (2.9%)	8 (23.5%)	26 (76.4%)	32
Students	2 (18.1%)	3 (27.2%)	6 (54.5%)	19

QF5. Do you feel that the A/V collection is adequate/inadequate for your needs?

The A/V collection received an adequate rating by 64.7% of faculty users and an inadequate rating by 29.4%. Half the students who responded felt that the collection was adequate while the other half did not.

Table XL

Adequacy of the A/V Collection

	Adequate	Inadequate	No Response
Faculty	22 (64.7%)	10 (29.4%)	35
Students	5 (45.4%)	5 (45.4%)	1

8. QUESTIONS ABOUT SPECIAL COLLECTIONS -- CURRICULUM RESOURCES

QG1. How do you use the Curriculum Resource collection in your work at OISE - Research / Class assignments / Not required / Other?

More than half (55.2%) of faculty respondents use the CR collection, and of that number, results indicated that research was the most frequent reason (48.6%), closely followed by class assignments (43.2%). The remainder stated other reasons (see Appendix 4). The same ratio was experienced in the student responses, with more than half of the 17 users (64.7%) using the material for research and 23.5% using it for class assignments. 11.7% stated other reasons.

Table XLI

Use of Curriculum Resources Collection

	Faculty	Students
Research	18 (48.6%)	11 (64.7%)
Class Assignments	16 (43.2%)	4 (23.5%)
Not required	34	14
Other	3 (8.1%)	2 (11.7%)

QG2. How do you rate the service provided by the CR staff?

Of the 33 users of the CR collection, faculty response was very positive. An excellent rating was given by 66.6% of users. An additional 18.1% considered it adequate while the remainder did not respond.

Student ratings were very similar. 31.2% found the service excellent, 37.5% found it adequate and 25% did not respond to the question. One student (6.2%) rated the service inadequate.

Table XLII

Curriculum Resources Service

	Excellent	Adequate	Inadequate	No Response
Faculty	22 (66.6%)	6 (18.1%)	-	39
Students	5 (31.2%)	6 (37.5%)	1 (6.2%)	18

QG3. Are you usually able to find the type of material you are looking for in CR?

Both constituent groups responded that they could usually find what they were looking for - 72.7% of faculty and 62.5% of students. There was difficulty expressed by 6% of faculty and 12.5% of students, while the remainder of respondents in both groups did not answer the question.

Table XLIII

Location of CR Materials

	Yes	No	No Response
Faculty	24 (72.7%)	2 (6%)	41
Students	10 (62.5%)	2 (12.5%)	14

QG4. Do you feel that the CR collection is inadequate in any particular subject area(s)?

This question produced a sharp division of opinion between faculty and students. Of the 33 faculty users of the collection, 48.4%, a significant number, considered it inadequate. In some cases comments were appended indicating that current fiscal problems, etc. made a realistic approach to their expectations very difficult. 18.1% of faculty users were satisfied with the adequacy of the collection.

Student respondents were more equitably divided in their approach to this problem. 31.2% felt the CR collection was inadequate, while 37.5% considered it to be adequate. A further study by the library staff of the perceived adequacy or inadequacy of this collection seems appropriate. That study could pay attention to comments submitted by respondents.

Table XLIV

Adequacy of the CR Collection

	Adequate	Inadequate	No Response
Faculty	6 (18.1%)	16 (48.4%)	45
Students	6 (37.5%)	5 (31.2%)	19

QG5. How does the lack of evening staff in CR restrict your use of curriculum resources?

This question proved to be somewhat difficult to analyze, because even though the responses appear to be proportionately the same as for A/V, the percentage of people experiencing inconvenience appears to be greater. This can probably be accounted for by the larger number of users who did not respond to the question, causing a lower ratio of positive and negative answers.

Faculty responses indicated that 12.1% were somewhat inconvenienced and 3.03% were greatly inconvenienced by the lack of evening staff in CR. 69.6% of users claimed no inconvenience at all as compared with the 76.4% who experienced no inconvenience with the audio-visual service.

Students indicated great inconvenience to 12.5% of users, some inconvenience to 18.75% of users, and no inconvenience to 31.2% of the users. The latter is in contrast to the 54.5% of audio-visual student users of the A/V collection. It would appear that there is a possibility that the A/V collection may require less staff help at night, either because it is not a browsing collection and arrangements can be made to have materials left with Circulation for evening pick-up, or because the location of CR materials is a more complicated procedure requiring assistance and explanation.

Table XLV

Satisfaction With Hours

	Greatly Restricted	Somewhat Restricted	Not At All	No Response
Faculty	1 (3.03%)	4 (12.1%)	23 (69.6%)	39
Students	2 (12.5%)	3 (18.75%)	6 (31.25%)	19

QG6. Is the media equipment provided on the ground floor of the Library sufficient to meet your needs in using this collection?

Responses here indicated a majority of users were satisfied with the media equipment provided on the ground floor (faculty - 54.5%; students - 68.7%). Naturally enough, the heaviest in-library users of this collection, the students, were least satisfied with the media collection (students - 31.2%; faculty - 6%). However, since current arrangements are to increase and improve the media equipment facilities, a larger satisfaction factor should be possible in the very near future.

Table XLVI

Satisfaction With Media Equipment

	Yes	No	No Response
Faculty	18 (54.5%)	2 (6%)	47
Students	11 (68.7%)	5 (31.2%)	19

9. QUESTIONS ABOUT LIBRARY FACILITIES

QH1. On a scale of 1 to 5, please rate your satisfaction with the following: lighting, heating and ventilation, table areas, study carrels, microreading, photocopy service, other.

The results of this question indicated that faculty rated lighting most satisfactory and microreading and photocopy service least satisfactory.

Students rated table areas most satisfactory and photocopy service least satisfactory. All facilities and ratings are shown in detail on the next page.

Table XLVII

Satisfaction with Library Facilities

Faculty Response

	Satisfactory ← 1	2	3	4	5 Unsatisfactory	No Opinion	No Response
Lighting	45 (67.1%)	8 (11.9%)	3 (4.4%)	1 (1.4%)	6 (8.9%)	2 (2.9%)	2 (2.9%)
Heating and Ventilation	42 (62.6%)	16 (23.8%)	1 (1.4%)	2 (2.9%)	1 (1.4%)	2 (2.9%)	3 (4.4%)
Table Areas	40 (59.7%)	9 (13.4%)	7 (10.4%)	-	-	6 (8.9%)	5 (7.4%)
Study Carrels	35 (52.2%)	9 (13.4%)	6 (8.9%)	-	2 (2.9%)	12 (17.9%)	3 (4.4%)
Microreading	28 (41.7%)	18 (26.8%)	4 (5.9%)	4 (5.9%)	-	8 (11.9%)	5 (7.4%)
Photocopy Service	20 (29.8%)	16 (23.8%)	6 (8.9%)	5 (7.4%)	8 (11.9%)	5 (7.4%)	7 (10.4%)
Other (A/V Previewing, Facilities & Assistance)	2 (2.9%)						

Student Response

	Satisfactory ← 1	2	3	4	5 Unsatisfactory	No Opinion	No Response
Lighting	15 (48.3%)	7 (22.5%)	6 (19.3%)	1 (3.2%)	1 (3.2%)	-	-
Heating and Ventilation	15 (48.3%)	5 (16.1%)	4 (12.9%)	3 (9.6%)	3 (9.6%)	-	-
Table Areas	16 (51.6%)	5 (16.1%)	4 (12.9%)	2 (6.4%)	2 (6.4%)	1 (3.2%)	-
Study Carrels	10 (32.2%)	10 (32.2%)	5 (16.1%)	2 (6.4%)	1 (3.2%)	2 (6.4%)	-
Microreading	8 (25.8%)	5 (16.1%)	6 (19.3%)	3 (9.6%)	-	6 (19.3%)	2 (6.4%)
Photocopy Service	6 (19.3%)	8 (25.8%)	5 (16.1%)	1 (3.2%)	7 (22.5%)	3 (9.6%)	-
Other (Spacing of catalogue card drawers)			1 (3.2%)				

III. CONCLUSIONS

This section of the report itemizes conclusions drawn by the surveyor from an analysis of the results under each major division of the survey questionnaire.

A. General Questions About Library Use

1. The OISE Library appears to fulfill most of the requirements of faculty and student users. The University of Toronto Library System provides adequate back-up support to the OISE Library collection.

B. General Questions About the OISE Library Collection

1. As a research collection, faculty and students seem generally satisfied with the depth of the book and journal collections for research purposes, but imply that improvements are possible.

2. The faculty have more defined opinions regarding the journal collection than students expressed. Given the comparatively small response by students, this may not be significant. The classified book arrangement is more conducive to browsing, however, and so one interpretation of the low response to this question might be the non-subject arrangement of the journal collection. A printed serials list may increase familiarity with journal holdings.

3. It is very difficult to come to a reasonable conclusion regarding the respondents' satisfaction with the Library's book and journal collections in their specific fields of interest. This is mainly due to the wide range of topics listed and their interpretation. However, within the scope of the Library's selection policy, it seemed that the majority of faculty users were reasonably satisfied and the majority of student users were not. Some of the latter group's dissatisfaction may be due to very specialized or narrow interests which should be met through other more appropriate library collections.

4. Faculty are satisfied with the mechanisms set up to enable them to purchase new materials, but students appear to have inadequate knowledge of the procedures open to them.

5. Course reading lists are used more often than any other method for requesting library material.

6. There is no major restriction of class assignments due to an inadequacy in the Library's collection, although Xeroxing seems to be frequently used as a method of circumventing problems with too few copies of books or journal articles.

7. Faculty priority for collection development starts with journals and current books.

C. General Questions About the Library

1. There is general satisfaction with the regular schedule of Library hours.

2. Specific conclusions regarding user frustration when locating material are not possible, mainly because it was too difficult to determine from the responses whether users were attempting to locate the same item or different items on successive attempts. The number of attempts did appear to equate with a higher rate of success, but whether perseverance was the key is inconclusive. Whatever the cause, there does seem to be a certain frustration encountered by a significant number of users when attempting to locate material in the Library.

3. Journals and course reading materials are the most important materials to the majority of users.

4. The Library information leaflets are used by a very small percentage of those surveyed. Since they are directed primarily to students rather than faculty, the low rate of faculty use is not surprising. Students who did use the leaflets found them helpful in all cases, but the number of student users could be greatly expanded. A better system of display or calling them to the attention of students might increase use significantly.

5. The majority of users approach the card catalogue by author. Subject headings are conceived as being adequate and call numbers are used almost as much as a guide to browsers as they are to locate specific materials.

6. No additional services seem to be required at this time, although some adjustments to existing services could prove helpful.

D. Questions About Reference and Information Services

1. Reference assistance is required by the majority of users on a monthly basis.

2. There is a high degree of satisfaction with the service provided by the reference staff.

3. The need for additional reference assistance on weekends seems to be the wish of more than half the student respondents, but does not seem to be required for faculty purposes.

4. Interlibrary loan provides a high degree of satisfaction for those who use it.

5. Orientation tours and seminars are not used by the majority of respondents and only a small number wish to make use of them.

6. On-line literature search service might be useful to some faculty, but a system of charging would have to be established for projects and within Departments.

E. Questions About Circulation Services

1. Satisfaction with Circulation service is highest on weekdays and declines during the evening and on weekends.

2. There is a high degree of awareness of course reading lists and related services. Most users find them satisfactory.

3. Faculty who place books on restricted circulation are generally satisfied with the procedures.

4. There is dissatisfaction with the system of leaving requests for unavailable books. Lack of successful follow-up procedures has led to disappointment and apathy with the system.

F. Questions About Special Collections - Audio-Visual

1. Approximately half of faculty respondents and one third of student respondents use the audio-visual collection in their work.

2. The audio-visual service is highly satisfactory for most of its users.

3. The Audio-Visual Resource Catalogue is the most frequently used approach to the materials in the A/V collection. It is found to be the more useful access tool.

4. There is no appreciable inconvenience to the majority of A/V users through lack of A/V staff at night.

5. Most users feel the A/V collection is adequate for their purposes.

G. Questions About Special Collections - Curriculum Resources

1. More than half the users of the Curriculum Resources collection in each category use it for research and class assignments.

2. Faculty are greatly satisfied with the services provided by the Curriculum Resources staff. Student satisfaction is also quite high.

3. The majority of users express no difficulty in locating material in the CR collection.

4. There is some opinion by faculty that the CR collection is inadequate in certain areas, but expectations at this time of fiscal restraint are somewhat unrealistic and this is acknowledged by several respondents. One third of the student respondents consider the collection adequate while another third do not.

5. There seems to be more inconvenience for users of the CR collection at night as compared with users of the A/V collection - caused by lack of staff. However, the majority do not seem to experience inconvenience.

6. Users are generally satisfied with the media equipment provided on the ground floor of the Library.

H. Questions About Library Facilities

1. Photocopy facilities are the most heavily criticized of all the items listed - cost and speed being the main factor. Users rated most other facilities relatively satisfactory, with the exception of microreading.

February 24, 1978

APPENDIX 1

A SURVEY OF USER ATTITUDES TOWARD SELECTED SERVICES OFFERED BY THE OISE LIBRARY

The attached questionnaire covering library use, services, facilities and collections will enable the Library staff to ascertain needs and satisfaction. Your signature is optional and responses will remain confidential.

We request that you assist us by answering as many questions as possible, and return the completed questionnaire to the Library in the attached envelope within the next two weeks. Answers should reflect your *current* experience of the Library. A copy of the results will be mailed to each Department and Field Centre. Thank you for assisting us.

FACULTY INFORMATION

1. Department
   - ☐ Adult Education
   - ☐ Applied Psychology
   - ☐ Curriculum
   - ☐ Educational Administration
   - ☐ Educational Planning
   - ☐ Higher Education
   - ☐ History and Philosophy
   - ☐ MECA
   - ☐ Sociology
   - ☐ Special Education

— —/2

Signature (optional): _____

DO NOT WRITE IN THIS AREA

49

A. GENERAL QUESTIONS ABOUT LIBRARY USE

QA 1. Indicate with what frequency you use:

	Daily	Weekly	Monthly	Not At All	
OISE Library	☐	☐	☐	☐	—/5
U of T (Robarts, etc.)	☐	☐	☐	☐	—/6
Other (Specify) _____	☐	☐	☐	☐	—/7

QA 2. If you do not use the OISE Library, is your reason that:

☐ Not needed ☐ Collection doesn't include subjects of interest — —

☐ Attitude of staff ☐ Books unavailable when needed — —/11

☐ Other (Specify) _____

B. GENERAL QUESTIONS ABOUT OISE LIBRARY COLLECTION

QB 1. Please give your opinion of the adequacy of the book and journal collections in the following areas:

	Excellent	Good	Fair	Poor	No Opinion		
Book:							
As a research collection:	☐	☐	☐	☐	☐		—/12
In my specific fields of							—/13
interest listed below:							—/14
							—/15
_____	☐	☐	☐	☐	☐	— —	—/18
_____	☐	☐	☐	☐	☐	— —	—/21
_____	☐	☐	☐	☐	☐	— —	—/24

DO NOT WRITE IN THIS AREA

50

	Excellent	Good	Fair	Poor	No Opinion	
Journal:						
As a research collection:	☐	☐	☐	☐	☐	—/25
In my specific fields of interest listed below:						—/26
						—/27
						—/28
_____	☐	☐	☐	☐	☐	— — —/31
_____	☐	☐	☐	☐	☐	— — —/34
_____	☐	☐	☐	☐	☐	— — —/37

QB 2. a) Do you feel you have adequate opportunity to recommend materials for purchase? ☐ Yes ☐ No —/38

b) Indicate what means there are in your department to route order recommendations to the Library:

☐ Order suggestions ☐ Recommendations through course reading lists — —/40

☐ Circulating bibliographies, catalogues and publishers' flyers through the department —/41

☐ Other (Specify) _____

QB 3. Do you feel obliged to restrict class assignments because of any inadequacy in the Library? ☐ Yes ☐ No —/43

If yes, please explain _____

_____

QB 4. Using 1 as the highest priority and 5 as the lowest, please rate the materials you would like to see emphasized by the Library in developing its collection in your subject area. Circle one number for each item. —/44 —/45 —/46 —/47 —/48 —/49

Government Publications	Journals	Current Books	Retrospective Materials	Non-Print Media	No Opinion
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	☐

DO NOT WRITE IN THIS AREA

51

C. GENERAL QUESTIONS ABOUT THE LIBRARY

QC 1. To what extent are your needs met by the regular schedule of Library hours?

☐ Excellent ☐ Good ☐ Fair-Poor ☐ Do not need to use —/50

Comments: _____

QC 2. Estimate the number of times during the past term you did not get the item you wanted:

	None	1-5	6-10	Over 10	
a) You could not find it on the shelf	☐	☐	☐	☐	—/51
b) You were told it was out	☐	☐	☐	☐	—/52
c) You were told it was missing	☐	☐	☐	☐	—/53
d) Book not in card catalogue	☐	☐	☐	☐	—/54
e) Journal not in card catalogue	☐	☐	☐	☐	—/55

QC 3. Please circle the number which corresponds to the importance of the item in your work:

	Important--→			Unimportant		Not Applicable	
Assigned course reading material	1	2	3	4	5	☐	—/56
As study space	1	2	3	4	5	☐	—/57
Interlibrary loan	1	2	3	4	5	☐	—/58
Research material for QRPs and theses	1	2	3	4	5	☐	—/59
Unassigned course reading materials	1	2	3	4	5	☐	—/60
Audio-visual collection	1	2	3	4	5	☐	—/61
Circulating collection	1	2	3	4	5	☐	—/62
Curriculum resources	1	2	3	4	5	☐	—/63
ERIC microfiche	1	2	3	4	5	☐	—/64
Journals	1	2	3	4	5	☐	—/65
Reference collection	1	2	3	4	5	☐	—/66
Other (Specify) _____	1	2	3	4	5	☐	—

— — —

— — —/73

DO NOT WRITE IN THIS AREA

52

QC 4. a) Have you used the Library information leaflet series (sample title: Basic Reference Sources) displayed near the card catalogue?

☐ Yes ☐ No —/74

b) If yes, how useful did you find them?

☐ Very ☐ Moderately ☐ Little/No use —/75

QC 5. a) Please estimate how often during the past year you found each of the following approaches successful in locating materials in the card catalogue:

	Frequently	Occasionally	Almost Never	
Author	☐	☐	☐	—/5
Title	☐	☐	☐	—/6
Subject	☐	☐	☐	—/7

b) When using the subject headings in the card catalogue, do you find them ☐ Adequate ☐ Inadequate for your needs? —/8

If inadequate, please explain: _____

c) Do you use the call number on the upper left corner of the catalogue card, e.g. 011 R497F to locate specific materials on the shelves? ☐ Yes ☐ No —/9

As a guide to the location of other materials on the same subject?

☐ Yes ☐ No —/10

Comments: _____

QC 6. a) Is there any additional service you would like to see the Library provide?

☐ Yes ☐ No Comments: _____ —/11

b) Is there any service now in effect that you would like to see adjusted?

☐ Yes ☐ No Comments: _____ —/12

DO NOT WRITE IN THIS AREA

53

D. QUESTIONS ABOUT REFERENCE AND INFORMATION SERVICES

QD 1. To what extent do you have occasion to ask Library staff for reference assistance?

☐ Daily/Weekly ☐ Once a month ☐ Less than a month ☐ Never —/13

QD 2. How do you rate the service provided by R and I staff?

☐ Excellent ☐ Adequate ☐ Inadequate ☐ Not applicable —/14

Comments: _____

QD 3. In addition to daytime and evening service, would you use reference assistance on weekends? ☐ Yes ☐ No —/15

QD 4. a) Do you use our Interlibrary Loan service? ☐ Yes ☐ No —/16

b) If yes, was the material received on time for your purposes? ☐ Yes ☐ No —/17

Comments: _____

	In Tour Format		In Seminar Format		
QD 5. a) Have you used the Library's orientation services?	☐ Yes	☐ No	☐ Yes	☐ No	— —/19
b) If not, would you like to take advantage of the service?	☐ Yes	☐ No	☐ Yes	☐ No	— —/21

*If no, please skip to QE 1.

QD 6. a) Do you find the orientation service effective? ☐ Yes ☐ No —/22

b) Comments: _____

QD 7. Would you be interested in having literature search services available for your work through chargeback to your department? ☐ Yes ☐ No —/23

DO NOT WRITE IN THIS AREA

54

E. QUESTIONS ABOUT CIRCULATION SERVICES

QE 1. a) How do you rate the service provided by the Circulation staff?

	Excellent	Adequate	Inadequate	No Opinion	
Weekdays	☐	☐	☐	☐	—/24
Evenings	☐	☐	☐	☐	—/25
Weekends	☐	☐	☐	☐	—/26

b) Comments: _____

QE 2. a) Are you aware of the services provided by the Library regarding course reading lists? ☐ Yes ☐ No —/27

b) If yes, do you find them satisfactory? ☐ Yes ☐ No —/28

c) If no, please comment: _____

_____

d) Are you satisfied with the present system of handling books placed under *restricted* circulation for assigned reading?

☐ Yes ☐ No ☐ Not applicable —/29

QE 3. a) Does the system of leaving requests for unavailable books at the circulation desk work satisfactorily for you?

☐ Yes ☐ No ☐ Do not use —/30

b) If no, please explain: _____

_____

F. QUESTIONS ABOUT SPECIAL COLLECTIONS--AUDIO-VISUAL

QF 1. Do you use audio-visual materials in your work at OISE?

☐ Yes ☐ No —31

*If no, please skip to QG 1.

QF 2. How do you rate the service provided by the A/V staff?

☐ Excellent ☐ Adequate ☐ Inadequate Comments: _____ —/32

_____

DO NOT WRITE IN THIS AREA

55

QF 3. a) Do you locate audio-visual materials through the

Main card catalogue? ☐ Yes ☐ No —/33

Printed A/V resource catalogue? ☐ Yes ☐ No —/34

b) How useful do you find them?:

	Useful	Somewhat	Not Useful	
Main card catalogue	☐	☐	☐	—/35
Printed A/V resource catalogue	☐	☐	☐	—36

Comments: _____

_____

QF 4. To what extent does the lack of evening staff in A/V restrict your use of the audio-visual collection?

☐ Greatly ☐ Somewhat ☐ Not at all —/37

QF 5. a) Do you feel that the A/V collection is

☐ Adequate or ☐ Inadequate for your needs? —/38

b) If inadequate in any particular subject area, please comment:

_____

G. QUESTIONS ABOUT SPECIAL COLLECTIONS--CURRICULUM RESOURCES

QG 1. How do you use the Curriculum Resources collection in your work at OISE?

☐ Research ☐ Class assignments ☐ Not required — —

☐ Other (Specify): _____ — —/42

*If not required, please skip to QH 1. — —/44

QG 2. How do you rate the service provided by CR staff?

☐ Excellent ☐ Adequate ☐ Inadequate Comments: _____ —/45

_____

QG 3. a) Are you usually able to find the type of material you are looking for in CR?

☐ Yes ☐ No —/46

b) If not, why? _____

DO NOT WRITE IN THIS AREA

56

QG 4. Do you feel that the CR collection is inadequate in any particular subject area(s)? ☐ Yes ☐ No —/47

If yes, specify: _____

QG 5. How does the lack of evening staff in CR restrict your use of curriculum resources? ☐ Greatly ☐ Somewhat ☐ Not at all —/48

QG 6. Is the media equipment provided on the ground floor of the Library sufficient to meet your needs in using this collection? ☐ Yes ☐ No —/49

H. QUESTIONS ABOUT LIBRARY FACILITIES

QH 1. On a scale of 1 to 5, please rate your satisfaction with the following:

	Satisfactory-----→ 1	2	3	4	Unsatisfactory 5	No Opinion	
Lighting	☐	☐	☐	☐	☐	☐	—/50
Heating and ventilation	☐	☐	☐	☐	☐	☐	—/51
Table areas	☐	☐	☐	☐	☐	☐	—/52
Study carrels	☐	☐	☐	☐	☐	☐	—/53
Microreading	☐	☐	☐	☐	☐	☐	—/54
Photocopy service	☐	☐	☐	☐	☐	☐	—/55
Other _____ (Specify)	☐	☐	☐	☐	☐	☐	—

— — —

— — —/62

If any Library facilities are unsatisfactory, please explain: _____

_____

_____

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APPENDIX 2

A SURVEY OF USER ATTITUDES TOWARD SELECTED SERVICES OFFERED BY THE OISE LIBRARY

The attached questionnaire covering library use, services, facilities and collections will enable the Library staff to ascertain needs and satisfaction. Your signature is optional and responses will remain confidential.

We request that you assist us by answering as many questions as possible, and return the completed questionnaire to the Library in the attached envelope within the next two weeks. Answers should reflect your *current* experience of the Library. A copy of the results will be mailed to each Department and Field Centre. Thank you for assisting us.

STUDENT INFORMATION

1. Department
   - ☐ Adult Education ☐ Applied Psychology
   - ☐ Curriculum ☐ Educational Administration
   - ☐ Educational Planning ☐ Higher Education
   - ☐ History and Philosophy ☐ MECA ☐ Sociology
   - ☐ Special Education

   — —/2

2. ☐ Full-Time ☐ Part-Time —/3

3. Program
   - ☐ M.A. ☐ M.Ed. ☐ Ph.D. ☐ Ed.D.
   - ☐ Spec. Stud. ☐ Certificate
   - ☐ Other (Specify) _____ —/4

Signature (optional):_____

DO NOT WRITE IN THIS AREA

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A. GENERAL QUESTIONS ABOUT LIBRARY USE

QA 1. Indicate with what frequency you use:

	Daily	Weekly	Monthly	Not At All	
OISE Library	☐	☐	☐	☐	—/5
U of T (Robarts, etc.)	☐	☐	☐	☐	—/6
Other (Specify) _____	☐	☐	☐	☐	—/7

QA 2. If you do not use the OISE Library, is your reason that:

☐ Not needed ☐ Collection doesn't include subjects of interest — —

☐ Attitude of staff ☐ Books unavailable when needed — —/11

☐ Other (Specify) _____

B. GENERAL QUESTIONS ABOUT OISE LIBRARY COLLECTION

QB 1. Please give your opinion of the adequacy of the book and journal collections in the following areas:

	Excellent	Good	Fair	Poor	No Opinion	
Book:						
As a research collection:	☐	☐	☐	☐	☐	—/12
In my specific fields of						—/13
interest listed below:						—/14
						—/15
_____	☐	☐	☐	☐	☐	— — —/18
_____	☐	☐	☐	☐	☐	— — —/21
_____	☐	☐	☐	☐	☐	— — —/24

DO NOT WRITE IN THIS AREA

59

	Excellent	Good	Fair	Poor	No Opinion	
Journal:						
As a research collection:	☐	☐	☐	☐	☐	—/25
In my specific fields of interest listed below:						—/26
						—/27
						—/28
_____	☐	☐	☐	☐	☐	— — —/31
_____	☐	☐	☐	☐	☐	— — —/34
_____	☐	☐	☐	☐	☐	— — —/37

QB 2. Do you feel you have adequate opportunity to recommend materials for purchase? ☐ Yes ☐ No —/38

C. GENERAL QUESTIONS ABOUT THE LIBRARY

QC 1. To what extent are your needs met by the regular schedule of Library hours?

☐ Excellent ☐ Good ☐ Fair-Poor ☐ Do not need to use —/50

Comments: _____

QC 2. Estimate the number of times during the past term you did not get the item you wanted:

	None	1-5	6-10	Over 10	
a) You could not find it on the shelf	☐	☐	☐	☐	—/51
b) You were told it was out	☐	☐	☐	☐	—/52
c) You were told it was missing	☐	☐	☐	☐	—/53
d) Book not in card catalogue	☐	☐	☐	☐	—/54
e) Journal not in card catalogue	☐	☐	☐	☐	—/55

DO NOT WRITE IN THIS AREA

60

QC 3. Please circle the number which corresponds to the importance of the item in your work:

	Important--→				Unimportant	Not Applicable
Assigned course reading material	1	2	3	4	5	☐
As study space	1	2	3	4	5	☐
Interlibrary loan	1	2	3	4	5	☐
Research material for QRPs and theses	1	2	3	4	5	☐
Unassigned course reading materials	1	2	3	4	5	☐
Audio-visual collection	1	2	3	4	5	☐
Circulating collection	1	2	3	4	5	☐
Curriculum resources	1	2	3	4	5	☐
ERIC microfiche	1	2	3	4	5	☐
Journals	1	2	3	4	5	☐
Reference collection	1	2	3	4	5	☐
Other (Specify) _____	1	2	3	4	5	☐

—/56
—/57
—/58
—/59
—/60
—/61
—/62
—/63
—/64
—/65
—/66
—

— — —
— — —/73

QC 4. a) Have you used the Library information leaflet series (sample title: Basic Reference Sources) displayed near the card catalogue?

☐ Yes ☐ No —/74

b) If yes, how useful did you find them?

☐ Very ☐ Moderately ☐ Little/No use —/75

QC 5. a) Please estimate how often during the past year you found each of the following approaches successful in locating materials in the card catalogue:

	Frequently	Occasionally	Almost Never
Author	☐	☐	☐
Title	☐	☐	☐
Subject	☐	☐	☐

—/5
—/6
—/7

DO NOT WRITE IN THIS AREA

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b) When using the subject headings ir the card catalogue, do you find them ☐ Adequate ☐ Inadequate for your needs? —/8

If inadequate, please explain: _____

c) Do you use the call number on the upper left corner of the catalogue card, e.g. 011 R497F to locate specific materials on the shelves? ☐ Yes ☐ No —/9

As a guide to the location of other materials on the same subject? ☐ Yes ☐ No —/10

Comments: _____

QC 6. a) Is there any additional service you would like to see the Library provide?

☐ Yes ☐ No Comments: _____ —/11

b) Is there any service now in effect that you would like to see adjusted?

☐ Yes ☐ No Comments: _____ —/12

D. QUESTIONS ABOUT REFERENCE AND INFORMATION SERVICES

QD 1. To what extent do you have occasion to ask Library staff for reference assistance?

☐ Daily/Weekly ☐ Once a month ☐ Less than a month ☐ Never —/13

QD 2. How do you rate the service provided by R and I staff?

☐ Excellent ☐ Adequate ☐ Inadequate ☐ Not applicable —/14

Comments: _____

QD 3. In addition to daytime and evening service, would you use reference assistance on weekends? ☐ Yes ☐ No —15

QD 4. a) Do you use our Interlibrary Loan service? ☐ Yes ☐ No —/16

b) If yes, was the material received on time for your purposes?

☐ Yes ☐ No —/17

Comments: _____

IN THIS AREA

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		In Tour Format	In Seminar Format	
QD 5.	a) Have you used the Library's orientation services?	☐ Yes ☐ No	☐ Yes ☐ No	—/19
	b) If not, would you like to take advantage of the service?	☐ Yes ☐ No	☐ Yes ☐ No	—/21

*If no, please skip to QE 1.

QD 6. a) Do you find the orientation service effective? ☐ Yes ☐ No —/22

b) Comments: _____

E. QUESTIONS ABOUT CIRCULATION SERVICES

QE 1. a) How do you rate the service provided by the Circulation staff?

	Excellent	Adequate	Inadequate	No Opinion	
Weekdays	☐	☐	☐	☐	—/24
Evenings	☐	☐	☐	☐	—/25
Weekends	☐	☐	☐	☐	—/26

b) Comments: _____

QE 2. a) Are you aware of the present system of handling books placed under reserved circulation for assigned reading?

☐ Yes ☐ No ☐ Not applicable —/27

b) If yes, do you find it satisfactory? ☐ Yes ☐ No —/28

c) If no, please comment: _____

_____

QE 3. a) Does the system of leaving requests for unavailable books at the circulation desk work satisfactorily for you?

☐ Yes ☐ No ☐ Do not use —/30

b) If no, please explain: _____

_____

IN THIS AREA

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F. QUESTIONS ABOUT SPECIAL COLLECTIONS--AUDIO-VISUAL

QF 1. Do you use audio-visual materials in your work at OISE?

☐ Yes ☐ No —/31

*If no, please skip to QG 1.

QF 2. How do you rate the service provided by the A/V staff?

☐ Excellent ☐ Adequate ☐ Inadequate Comments: _____ —/32

_____

QF 3. a) Do you locate audio-visual materials through the main card catalogue?

☐ Yes ☐ No —/33

Printed A/V resource catalogue? ☐ Yes ☐ No —/34

b) How useful do you find them?:

	Useful	Somewhat	Not Useful	
Main card catalogue	☐	☐	☐	—/35
Printed A/V resource catalogue	☐	☐	☐	—/36

Comments: _____

_____

QF 4. To what extent does the lack of evening staff in A/V restrict your use of the audio-visual collection?

☐ Greatly ☐ Somewhat ☐ Not at all —/37

QF 5. a) Do you feel that the A/V collection is

☐ Adequate or ☐ Inadequate for your needs? —/38

b) If inadequate in any particular subject area, please comment:

_____

G. QUESTIONS ABOUT SPECIAL COLLECTIONS--CURRICULUM RESOURCES

QG 1. How do you use the Curriculum Resource collection in your work at OISE?

☐ Research ☐ Class assignments ☐ Not required — —

☐ Other (Specify): _____ — —/42

— —/44

*If not required, please skip to QH 1.

DO NOT WRITE IN THIS AREA

64

QG 2. How do you rate the service provided by CR staff?

☐ Excellent ☐ Adequate ☐ Inadequate Comments: _____ —/45

_____

QG 3. a) Are you usually able to find the type of material you are looking for in CR?

☐ Yes ☐ No —/46

b) If not, why? _____

QG 4. Do you feel that the CR collection is inadequate in any particular subject area(s)?

☐ Yes ☐ No —/47

If yes, specify: _____

QG 5. How does the lack of evening staff in CR restrict your use of curriculum resources?

☐ Greatly ☐ Somewhat ☐ Not at all —/48

QG 6. Is the media equipment provided on the ground floor of the Library sufficient to meet your needs in using this collection?

☐ Yes ☐ No —/49

H. QUESTIONS ABOUT LIBRARY FACILITIES

QH 1. On a scale of 1 to 5, please rate your satisfaction with the following:

	Satisfactory-----→				Unsatisfactory	No Opinion	
	1	2	3	4	5		
Lighting	☐	☐	☐	☐	☐	☐	—/50
Heating and ventilation	☐	☐	☐	☐	☐	☐	—/51
Table areas	☐	☐	☐	☐	☐	☐	—/52
Study carrels	☐	☐	☐	☐	☐	☐	—/53
Microreading	☐	☐	☐	☐	☐	☐	—/54
Photocopy service	☐	☐	☐	☐	☐	☐	—/55
Other _____ (Specify)	☐	☐	☐	☐	☐	☐	—

— — —

— — —/62

Reverse side may be used for additional comments

APPENDIX 3

"Other" Responses, Faculty, Ranking Aspects of Library Service - QC3

	Important - - - → Unimportant				
	1	2	3	4	5
A/V Film Screening Room		1 (1.5%)			
Desk Services (Reading Lists)	1 (1.5%)				
EISO Search (ERIC)	1 (1.5%)				
Government Documents from Developing Countries	1 (1.5%)				
Library Orientation	1 (1.5%)				
Research			1 (1.5%)		
Social Contact	1 (1.5%)				

APPENDIX 4

"Other" Reasons for Using the CR Collection - QG1

Faculty	Students
Entertainment of children on weekends	Browsing
Field work	General interest in connection with school visits

APPENDIX 5

Representative Comments

Hours - Basically I feel that the Library has been reasonably sensitive to providing service, where a significant need can be demonstrated.

Facilities - Would like to see a current journal display stand.

The Library often takes too long to retrieve books from borrowers.

Table space often crowded.

Photocopy service expensive or slow.

I am amazed at how often I and others find that important items have been stolen.

Missing journal rate is horrible.

You do an excellent job overall.

Monitor the check-out procedure better.

Need more films.

Most staff are pleasant to deal with and go out of their way to be accommodating.

Curriculum Resources could be expanded.

Best education library in Canada.

Why not switch from Dewey to LC classification?

Not enough copies for large classes.

Would like an acquisitions list.

Better system of adding new titles.

Why can't OISE boost the film rental budget?

The library is an important element in whatever level of effectiveness I am able to achieve.

OISE is fortunate in its library and staff.

One or two day reserve on demand items, please.

Interlibrary loan could use more staff.

Xerox table of contents from journals should be circulated.

Reference staff gracious, informed, patient.

I am pleased with the services offered.

Too many students - too few copies.

More ventilation and seating.

FEUT students are ruining what was an outstanding library.

Photocopy machines broken down too often.

Would like to see more easily accessible materials in Field Centres.

Orientation not sufficiently detailed.

I'm still waiting for a book I requested . . .

Weekend staff not much help.

Sometimes I feel like a convict - no smile - no sense of humor.

Why fine students for late return of books? Don't you know anything about behavior modification?